

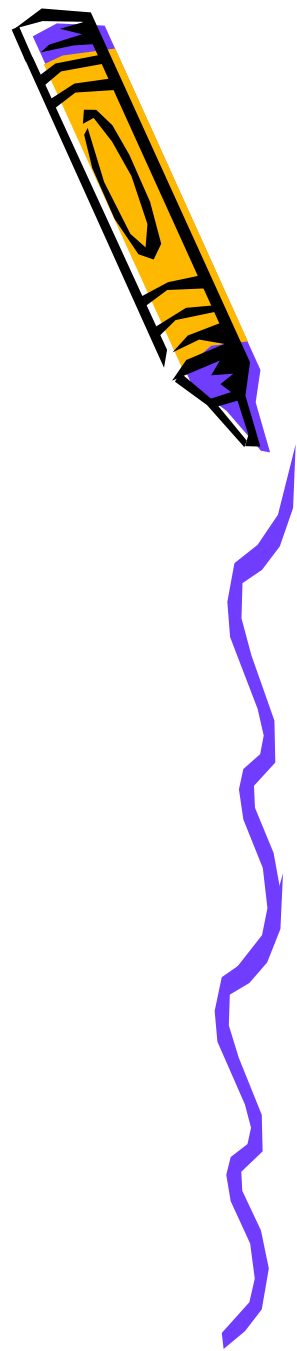


Verbal Communication

Dr. Kristen Pennycuff Trent



Key Issues in Verbal Communication



- Participation structures
- High involvement/high considerateness conversational patterns
- Directness/indirectness in speech
- Saving face
- High context/low context culture



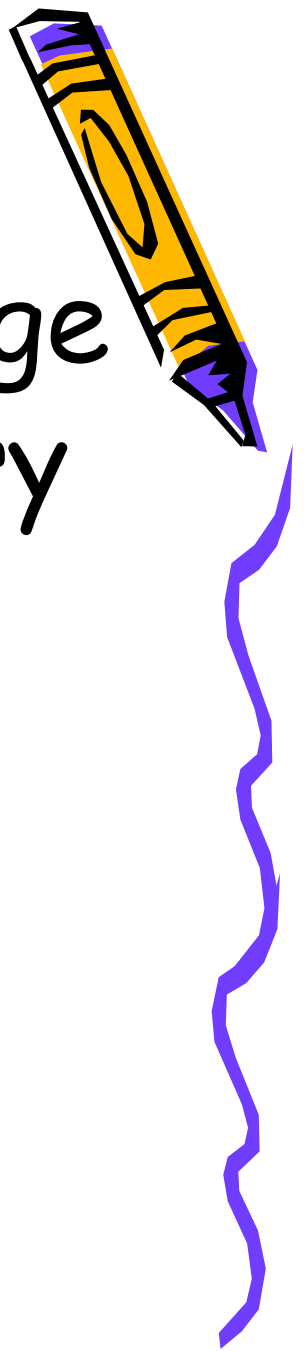
Scenario

Ms. Saidi's class consists of seven Koreans, two Japanese, one Italian, one Greek, one Arab, two Venezuelans, and two Spaniards. The Asians indicated in their preclass conferences with the teacher that they wished to improve their speaking skills. Ms. Saidi's instructional plans included much time for opportunities to practice meaningful conversations. She decided to start the class with a half-hour cooperative learning project wherein the students would be in mixed groups of four for maximum cross-cultural exposure. As the activity got underway, Ms. Saidi circled the classroom and listened in on the discussions. Although each student had a task to complete, the Asians were not conversing with the rest of the individuals in the groups. Ms. Saidi wondered what was wrong.



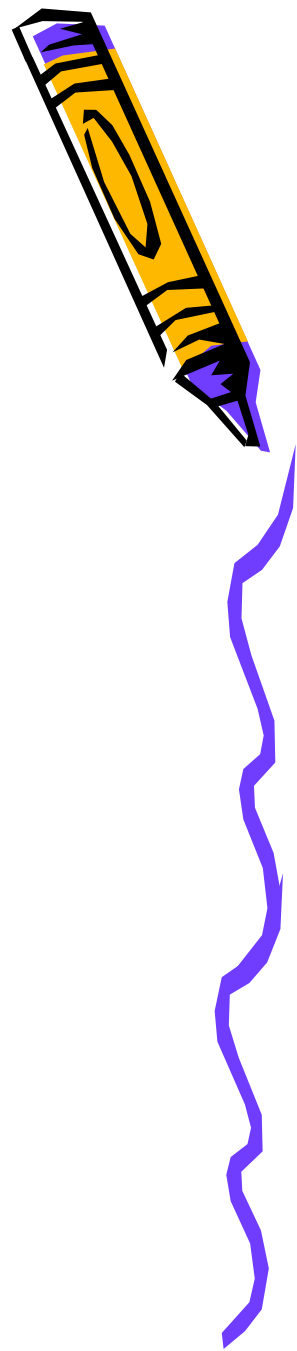
"To know another's language
and not his culture is a very
good way to make a fluent
fool of ones self."

-Wifsfon Brembeck



Participation Structures

- The interactions of students in a classroom
 - When and how to speak
 - What to speak about
- Culture influences communication



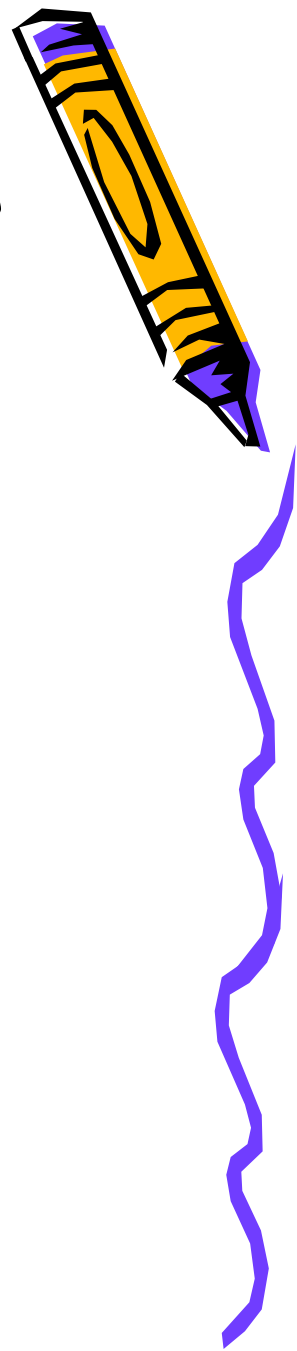
Communication Patterns

High Involvement Patterns

- tend to talk and interrupt more,
- expect and are not bothered by people who interrupt them,
- and speak louder and quicker than those individuals from conversationally "high-considerateness" cultures

Cultures

- Russian,
- Italian,
- Greek,
- Spanish,
- South American,
- Arab, and
- African



Communication Patterns



High Considerateness Patterns

- speak one at a time,
- do not interrupt while others are speaking,
- listen politely to the speaker,
- nod, show interest, and make positive sounds that indicate they are paying attention.
- more hesitant
- more likely to avoid confrontational or heated discussions

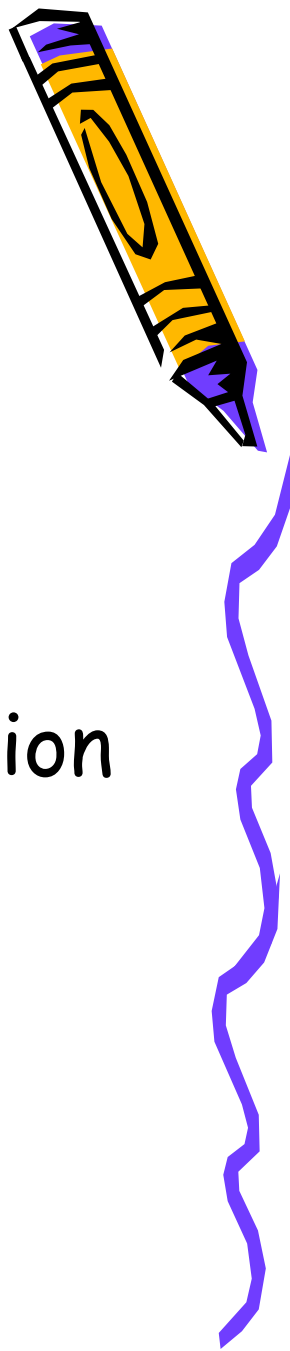
Cultures

- Asian
 - Chinese, Korean, Japanese
- American
 - *Remember there is so much regional, ethnic, and environmental diversity that it is easy to see differences along the cultural continuum.*

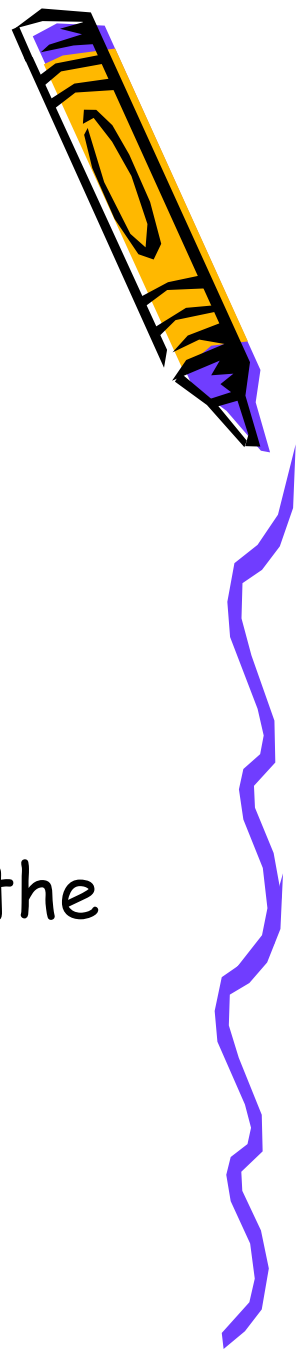


Conversational Culture Clash

- Interruptions or interjecting a comment
- Small talk
- Periods of silence in the conversation



Directness vs Indirectness



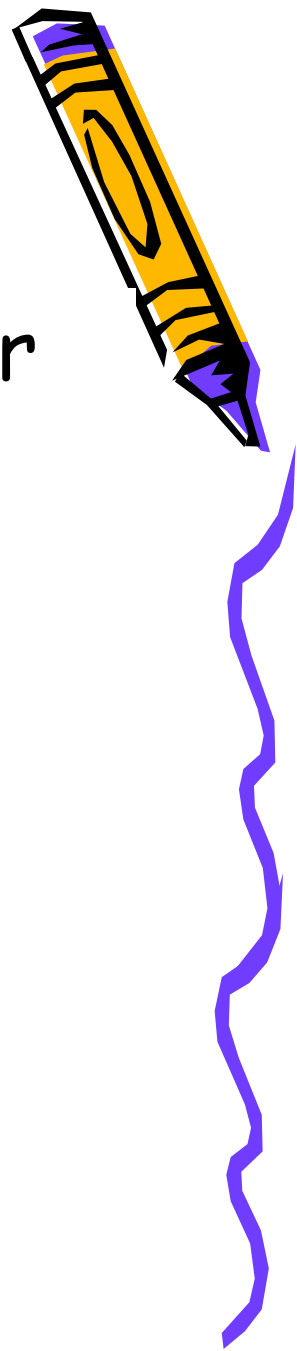
- Continuum even within American culture
 - New York, California, Tennessee
- Present in American expressions
 - Get to the point. Don't beat around the bush. The bottom line is...



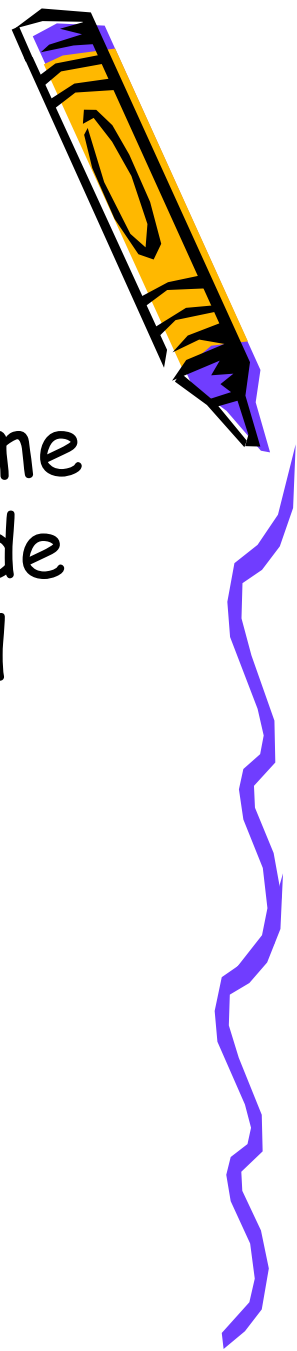
Directness vs Indirectness

Not embarrassing or shaming another person is an objective of indirect cultural conversation patterns cherished by many cultures

- Asian
- Latin American
- Native American



Directness vs Indirectness



- Non-native speakers need more time to gather their thoughts and decide what to say, especially if combined with native speakers
 - Talking sticks or slips
 - Talking objects



Directness vs Indirectness



- Variation to the rule: political correctness
 - Use of euphemisms to mask distasteful subjects
 - Careful reference to religions, skin colors, race, sexual preference and other names that can be disparaging



High and Low Context Cultures

High Context (HC)

- most of the information is either in the physical context or internalized in the person
- very little is in the coded, explicit, transmitted part of the message
- information about procedure is rarely communicated
- members are supposed to know how to perform in various situations,
 - but the rules of cultural performance are implicit

Low Context (LC)

- the mass of the information is vested in the explicit code
- information is abundant,
- procedures are explained clearly
- results and expectation are discussed frequently
- instructions are followed as given



High and Low Context Cultures



High Context (HC)

- people do not have to speak very much
- know what others mean, think, and expect
- static culture
 - because customs are long-lived, the culture is unified.

Low Context (LC)

- individuals need to be very specific
- explain what is expected
- almost go overboard in training because the culture is fast changing

Japanese

American

German or
Swiss



High-Context Right Hemisphere Societies (Puerto Rican, Hispanic Caribbean)

- Nonverbal, spatial, musical
- Artistic, symbolic
- Simultaneous, polychronic
- Emotionally involved, empathetic
- Family oriented
- Spiritual, quiet, receptive
- Synthetic, intuitive, imprecise
- Holistic, gestalt
- Creative, facial recognition
- Perception of abstract figures
- Recognition of complex figures



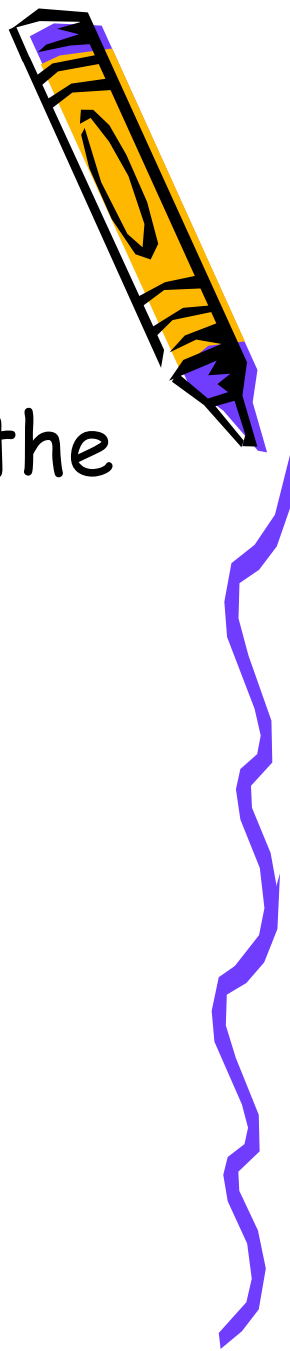
Low-Context Left Hemisphere Societies (Anglos)

- Speech, verbal
- Logical, mathematical
- Linear, sequential ordering, monochronic
- Emotionally controlled, detached, uninvolved
- Task, work oriented
- Worldly, active, dominant
- Analytic, precise
- Detailed, specific
- Reading, writing, naming
- Perception of significant order
- Recognition of complex motor sequence



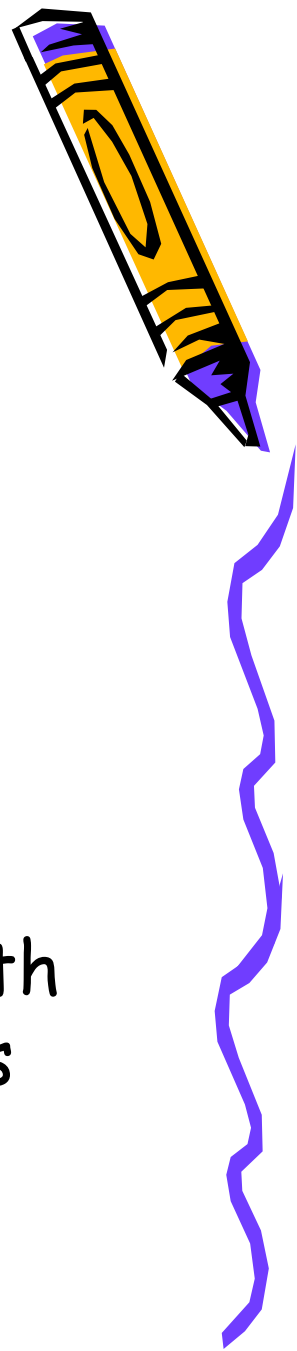
Points to Remember

- Participation structures describe the interactions of students in a classroom
 - when and how to speak and what to speak about



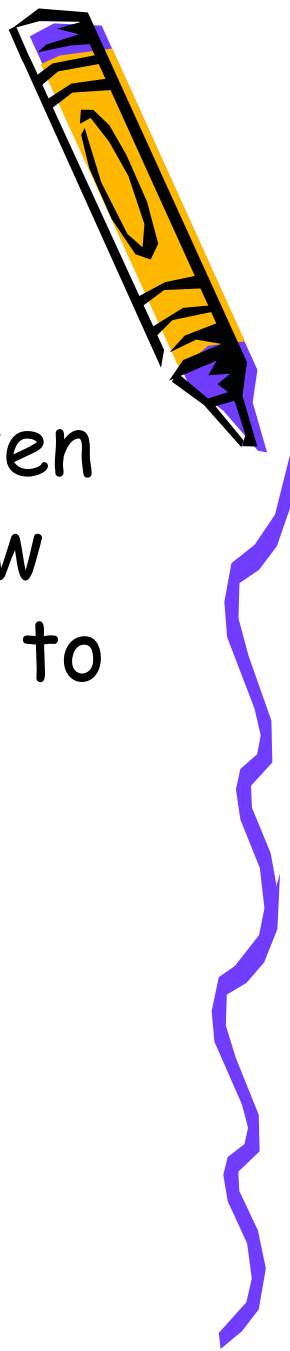
Points to Remember

- High involvement conversation patterns talk and interrupt more, expect people to interrupt them while talking, and speak louder and quicker
 - Russian, Italian, Greek, Spanish, South American, Arab, and African cultures



Points to Remember

- High considerateness patterns listen politely, do not interrupt, nod, show interest, and make positive sounds to indicate attention
 - Chinese, Korean, Japanese, and even American



Points to Remember



Direct Speech

- Valued in America
 - Get to the point
 - Don't beat around the bush
 - The bottom line is...

Indirect Speech

- Valued by Asians, Native Americans, and Latin American
 - No embarrassment
 - Saving face



Points to Remember



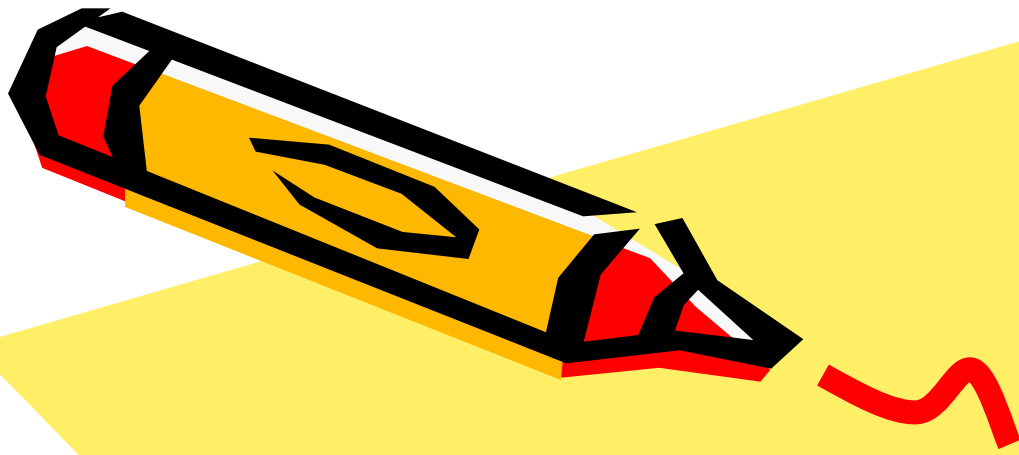
High Context

- Japanese
 - Don't have to talk much
 - Know the intrinsic thoughts, feelings, and expectations of others

Low Context

- American, Swiss, German
 - Explain everything
 - What the rules are, what is expected, and how things should be done





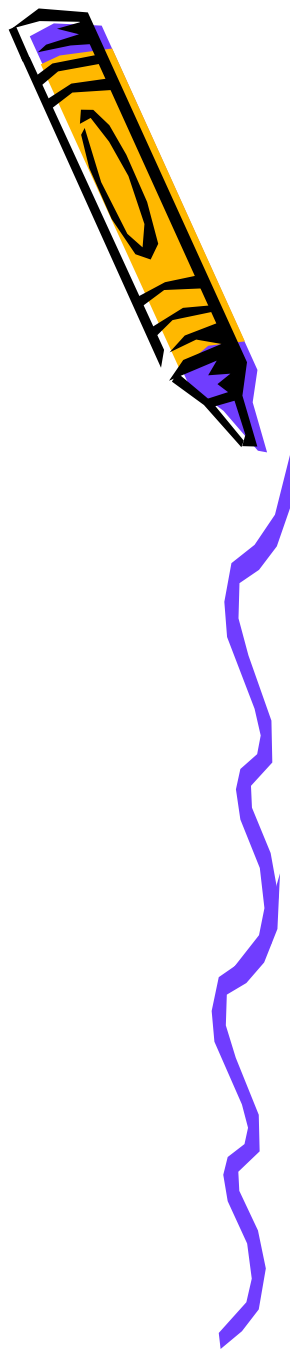
Nonverbal Communication

Dr. Kristen Pennycuff Trent

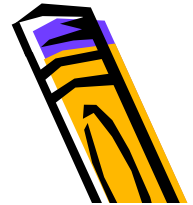


Scenarios

- Mariela
- Atsama
- Mr. Omiya



Mariela

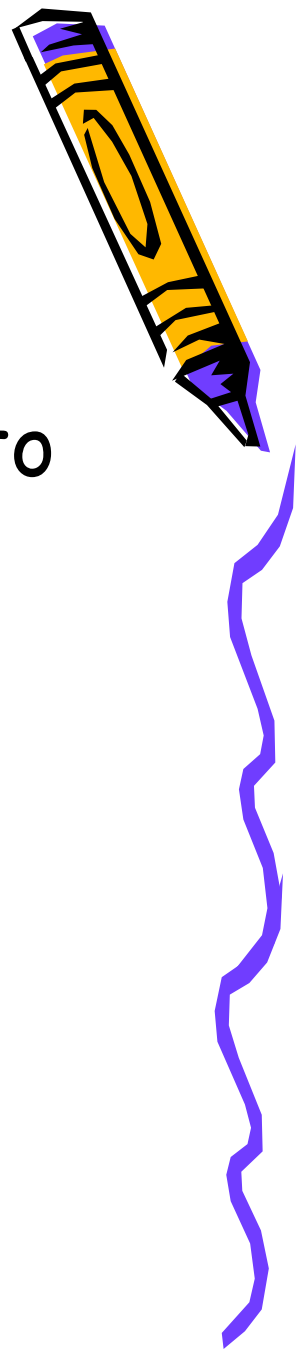


Mariela was a first grader who recently arrived from Cuba. Her family settled in northern Florida, where there was a very small Hispanic community. Her father believed that his children would have a greater opportunity to learn English if they were immersed in a majority English-speaking community. When Mariela started school, her teacher spoke in a soft manner to Mariela, so that even though she did not understand what the teacher was saying, the teacher's voice sounded nice. But several times Mariela approached her teacher and the teacher kept backing away from her. Mariela left school that day broken-hearted and went home crying to her mother. "Mami, la maestra no me quiere!" (Mommy, the teacher doesn't love me.)

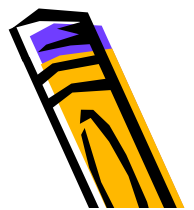


Mariela

- Mariela is hurt because she tries to get close to her teacher, and it appears to her that her teacher shuns her.
 - Personal space
 - "Warm" culture
 - Teachers told not to touch students



Atsama



Atsama was a Chinese girl from Thailand, whose family was transferred to Vermont. When Atsama started school, she noticed that she was smaller than her classmates, and everyone kept saying what a "doll" she was. The teacher thought Atsama was so cute that she couldn't resist patting the little girl on her head. Atsama immediately recoiled from the teacher's touch. Later, when it was story time, all the children sat on rugs on the floor, while the teacher sat in a chair with her legs crossed, ready to read to the children. Atsama would not sit with the children and insisted on standing. The teacher could not help thinking the child had problems interacting with people, while the child was shocked and insulted at the teacher's behavior.



Atsama



- Atsama is from a spiritual Buddhist family, whose members believe that the head, which houses the soul, must not be touched.
- Additionally, when the children were sitting on the floor, the bottom of the teacher's shoe was facing them, which is an insult.
- Atsama was insulted by the teacher's body language, and the teacher was confused by Atsama's strange reaction.



Mr. Omiya



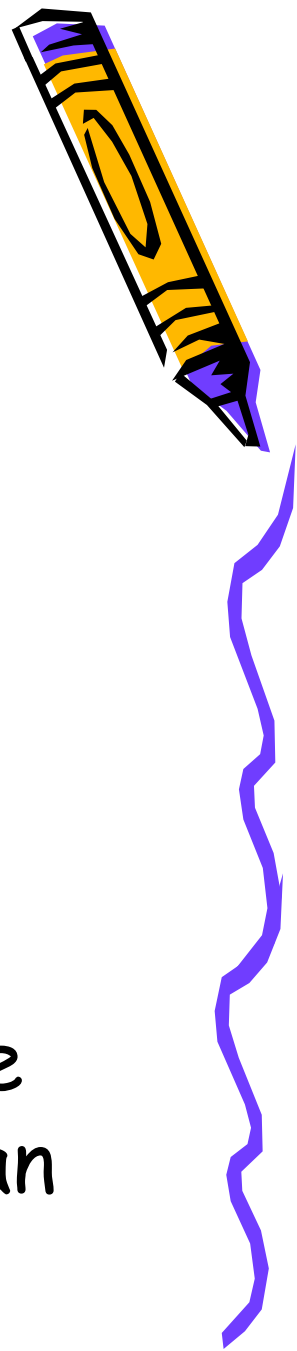
Mr. Omiya, a 52-year-old gentleman from Japan, came to Boston to study English for the summer. The teacher, Ms. Whelan, a fun-loving young woman who had lived in many countries, was well aware of the cultural values of her students. In addition to presenting practice in reading, writing, listening, and speaking English, Ms. Whelan inundated the class with cross-cultural experiences and opportunities that would broaden their knowledge base of foreign cultures (especially that of the United States). The dialogue journals the students wrote revealed precious reflective sharing, and Ms. Whelan thought Mr. Omiya was stepping out of his cultural patterns when he allowed her to hug him at the end of the summer, during the graduation ceremonies. However, Ms. Whelan began to realize just how deeply ingrained his cultural patterns were when she read Mr. Omiya's last journal entry:

Dear Professor, I wish to give thanks to you for all you have shown and taught us this summer. You are wonderful teacher I will never forget. I go now to meet my son at airport. I have not seen him for four years and I wish to embrace him. however I cannot. I must only bow because I am Japanese man. Yours truly, Mr. Tsuneyoshi Omiya



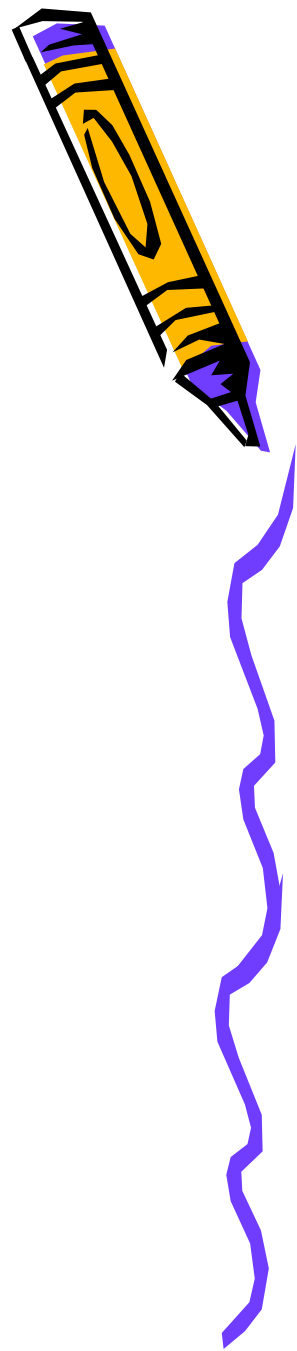
Mr. Omiya

- Mr. Omiya, who is aware of his cultural constraints, longs to embrace his son, whom he has not seen for four years, but cannot because his life-long cultural patterning is stronger than the values he learned in the summer he spent learning English and American culture.



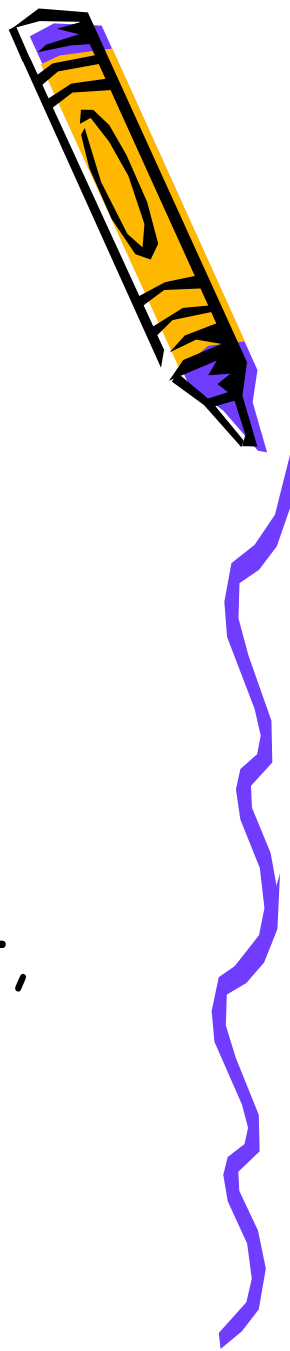
Kinesics

- Study of body language
 - facial expressions,
 - posture/gestures,
 - body movements,
 - eye contact, or
 - any ritual that conveys messages or meaning for a culture



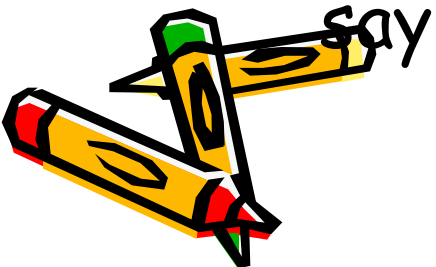
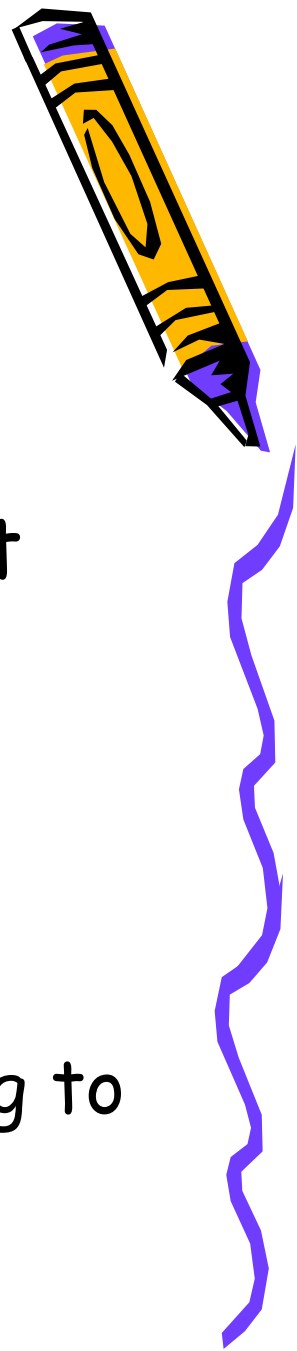
Kinesics

- Smiles can mean different things
 - Americans: sign of friendliness, affection, or disguise true feelings
 - Russians: unusual, inappropriate, or suspicious to smile at strangers
 - Asians: cover to pain, embarrassment, and sadness



Paralinguistics

- The set of vocal, nonverbal utterances that carry and augment meaning.
 - How people speak and use
 - pitch
 - intonation and
 - grunts to clarify what they are trying to say



Haptics



- The art of how people use touch to communicate.
 - In the American, German, English, and other white Anglo-Saxon cultures, individuals are usually not touch-oriented.
 - Arab, Jewish, Eastern European, and Mediterranean cultures have been characterized as cultures wherein individuals frequently touch each other.



Proxemics



- How a person uses and perceives body space
 - American and Northern Europeans stand farther apart from each other and touch each other less than do people from cultures such as Greek, Latin American, Arab, Turk, and individuals from African countries.
 - Americans touch one another more than do Japanese adults; however, Japanese have more tactile contact with babies and children than do Americans.

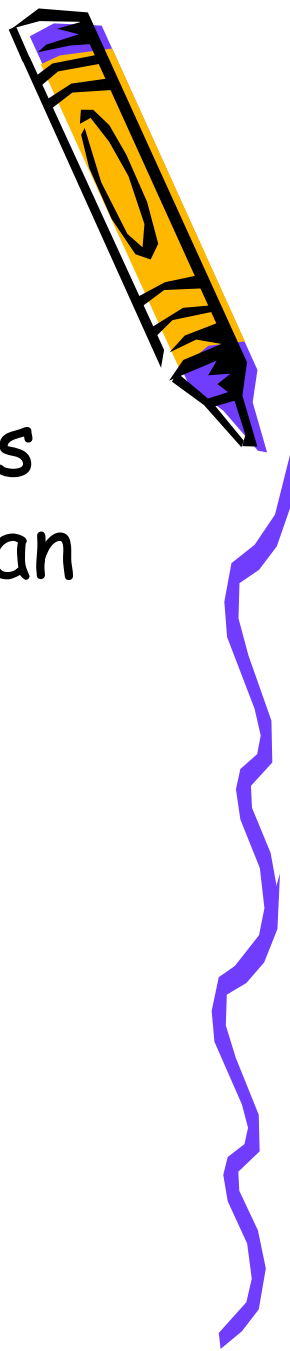


The continuum is relative when comparing all cultures.



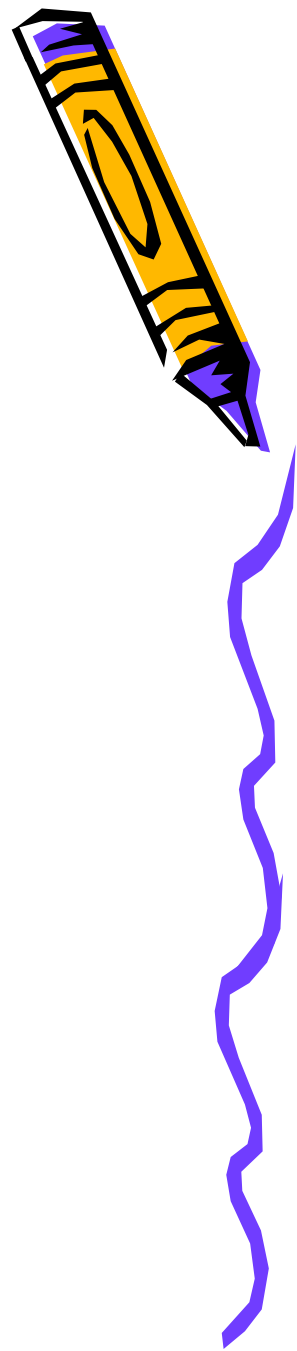
Gestures

- Gestures are not universal. What is common and polite in one culture can be considered rude in another.
 - OK sign
 - Beckoning motion

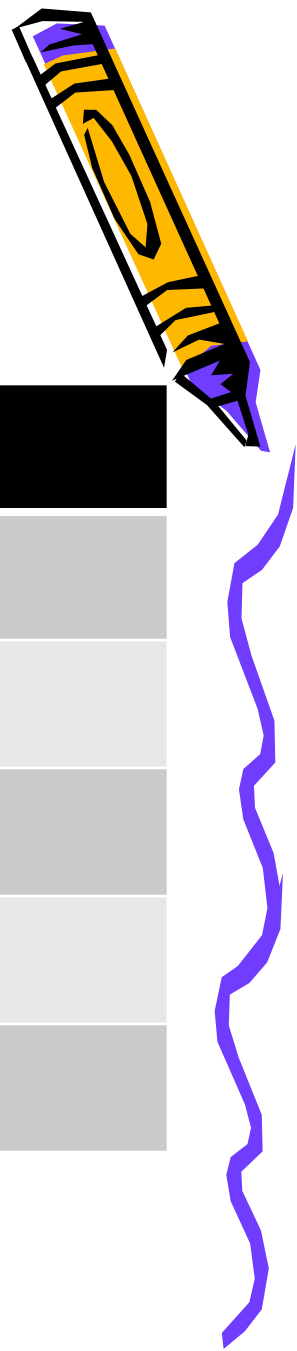


Oculesics

- Oculesics is the study of eye movement and position.
 - Eye contact is frequently misunderstood.



Condon's Cultural Significance of Widening Eyes



Significance	Intention	Culture
Really!	Surprise, wonder	Anglo
I resent this.	Anger	Chinese
I don't believe you.	Challenge	French
I don't understand.	Call for help	Hispanic
I'm innocent.	Persuasion	Black American



Chronemics: How Time Is Viewed and Used



Monochronic

- American, British, Canadian, and German
- think in terms of linear sequential, time-ordered patterns with a beginning, middle, and ending.
- arrive on time or a few minutes early and apologize when late
- know when they are late and feel self-conscious because the pattern of being on time is ingrained
- need to have closure in all aspects of life is evident in work, school, relationships, and daily activities

Polychronic

- Latin American, African, Middle Eastern, and Southern European
- tend to think about and involve themselves in a number of activities simultaneously
- may feel overloaded, which may result in procrastination because they are trying to do too much
- time orientation not dictated by the clock or schedules



Points to Remember

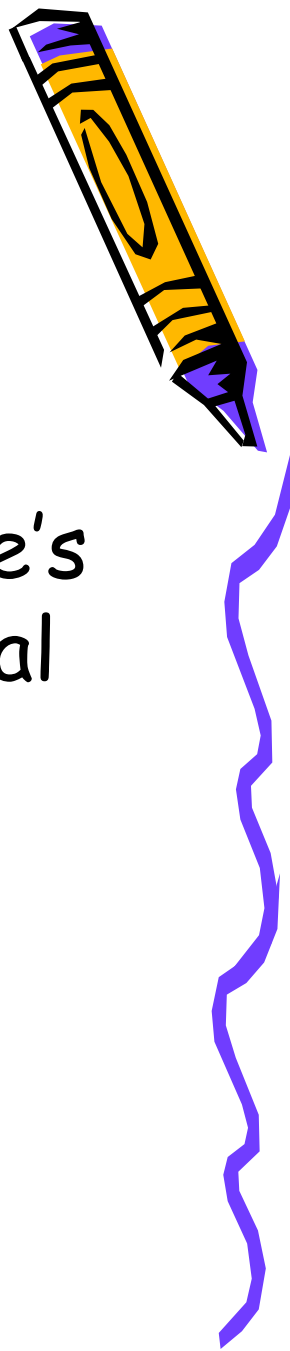


- All cultures operate on their own systems of communication, and these beliefs will be manifested within the everyday context of the classroom.
- Knowledge of non-verbal communication specific to other cultures will help teachers to understand the students they teach as well as their parents.



Points to Remember

- Educators must be careful not to make the mistake of judging people's emotions by using their own cultural indicators.
 - Not everyone shows grief, anger, happiness, embarrassment, or other emotions in the same manner.



Revisit VVL

- Proxemics
- Kinesics
- Paralinguistics
- Haptics
- Oculesics
- Monochronic Time
- Polychronic Time
- High Context Culture
- Low Context Culture

